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ABSTRACT

A study was conducted in the Virginia Community College System (VCCS) to identify changes in student retention rates since a marketing and retention initiative was undertaken in 1985. The study also sought to determine factors that may have affected retention and colleges that showed exceptionally high, low, or improved retention rates. The enrollment files of the VCCS colleges were examined to identify each individual enrolled in fall quarters between 1985 and 1987, to determine full-/part-time enrollment status for each student, and to tabulate the number of productive grades earned. Enrollment files for the following winter and spring quarters were checked to determine whether the student was still present. Study findings included the following: (1) in 1987-88, 73% of the full-time students enrolled in the fall quarter were still enrolled in the spring quarter; (2) during this year, retention was higher for students enrolled in a degree-granting program (75%), than for those who were not (65%); (3) for the VCCS as a whole, full-time student retention remained nearly constant between 1985-86 and 1987-88, increasing slightly from 72% to 73%; (4) overall, part-time student retention remained fairly constant at 37%; (5) the three-year average retention rate of full-time degree students was 76%, with occupational degree students having a higher retention rate (77%) than university-parallel students (74%); and (6) factors affecting the retention rates of full-time degree students included smaller college size and higher grades, though these factors did not seem to have an effect on part-time non-curricular students' retention. Numerous charts and graphs are provided. (AAC)

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ED304198

STUDENT RETENTION IN THE VCCS

ACADEMIC YEARS 1985-86 THROUGH 1987-88

Donald E. Puyear
Virginia State Department of Community Colleges

January 1989

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JC 890 122

Student Retention in the VCCS
Academic Years 1985-86 through 1987-88

Introduction

The Virginia Community College System (VCCS) has had an active marketing and student retention emphasis since 1985. The System has sponsored activities in which premier experts in community college marketing and retention have provided instruction on theory and practice. It has provided opportunities for practitioners at the colleges to share effective programs with their colleagues across the state. It has conducted and sponsored research in support of marketing and retention efforts. And it has published reports of activities and progress.

This study is a continuation of those efforts. It has the following three purposes:[1]

(1) to identify changes in student retention rates since the marketing and retention initiative was undertaken;

(2) to identify factors that may have affected student retention; and

(3) to identify for further study colleges that have shown exceptionally high or exceptionally low student retention rates and colleges that appear to have made substantial improvements in their student retention rates.

Retention of students from the Fall Quarter to the Winter Quarter and from the Fall Quarter to the Spring Quarter of the same academic year was examined for the academic years 1985-86, 1986-87, and 1987-88. For the purpose of this study, retention was defined as continued enrollment of an indi-

[1]The VCCS changed from a quarter to a semester academic calendar with the 1988-89 academic year. Since this study covered the final three years the VCCS operated on the quarter calendar, it will also provide a base from which to study the effect of the calendar change on student retention.

vidual in a college from one term to another. Data for each college and for the VCCS as a whole were considered. Various categories of student enrollment and factors that might be expected to affect student retention rates were reviewed to identify patterns.

PROCEDURE

The enrollment files of each college were addressed to identify each individual, along with that individual's enrollment category,[2] enrolled in the Fall Quarter. The college's enrollment files for the following Winter and Spring Quarters were then checked to determine whether that individual was present. The number of productive grades[3] earned by each student in the Fall Quarter were also tabulated.

LIMITATIONS

This methodology did not determine whether the individual remained in the same enrollment category in subsequent quarters. Further, no distinction was made between new students and returning students nor between freshman and sophomore students. Since the starting point for each match was the Fall Quarter, winter-to-spring retention was inferred by the difference between the fall-to-winter retention and the fall-to-spring retention. Thus, an individual is shown as "retained" from winter to spring if that individual was enrolled in both the Fall Quarter and the Spring Quarter, whether or not the person was actually enrolled in the Winter Quarter.

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[2]The enrollment categories are full-time and part-time. Subcategories within each of these categories are non-curricular, developmental, university-parallel, occupational-technical degree, and non-degree.

[3]"A," "B," "C," "S," and "P" grades were considered to be productive grades since they represent the successful completion of a course. "D," "F," "U," "R," "I," and "W" grades were considered to be nonproductive since they do not represent the successful completion of a course notwithstanding the fact that some of these grades do not connote unsatisfactory progress or failure.

Observations

Student retention is generally considered to be both a goal in its own right and, perhaps even more importantly, as an indication of the overall success of a college's programs and services. Lee Noel,[4] a leading scholar and consultant on student retention, states that

> . . . when we get student success, satisfaction, and learning together, persistence is the outcome. . . . retention is the result or by-product of improved programs and services in our classrooms and elsewhere on campus that contribute to student success. . . . There are no magical tricks. Gimmicks to attract and retain students in the 1980s simply will not work over any extended period of time. We are finding that what really encourages students to enter and to persist is the institution giving them the chance to think through their futures, to discover their talents, to grow and develop. This takes hard work and resources--human and financial--on the part of the institution.

FULL-TIME AND PART-TIME STUDENTS

While there is little disagreement that student retention is a valid indicator of the effectiveness of college programs and services for traditional full-time college students pursuing a degree, it may not be an appropriate measure for all community college programs.[5] Many part-time students, particularly those who are not pursuing a degree or certificate, come to the community college to achieve very transient goals. Completion of a single course may well represent fulfillment of their current objective and their failure to return the

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[4]Lee Noel, Randi Levitz, Diana Saluri, and Associates, *Increasing Student Retention* (Jossey-Bass, 1985), pp. 1-2.

[5]In the Fall Quarter, 1987, 24% of all credit students were full-time, 76% were part-time. Over two-thirds (68%) of the full-time students were enrolled in a degree program, 9% were in a nondegree program, and 23% were enrolled as developmental or noncurricular students. A majority (52%) of the part-time credit students were enrolled as developmental or noncurricular students but 48% were working toward some certificate, diploma, or degree.

following term may, in these circumstances, have no connotation whatever. Full-time and part-time students were, therefore, examined separately.

In 1987-88, 73% of the full-time students enrolled in the Fall Quarter were still enrolled in the Spring Quarter. Of the 27% who did not persist, 18% left by the Winter Quarter and 9% left between the Winter and Spring Quarters. As would be expected, retention was higher for curricular students (75%) than for non-curricular students (65%).

During the same year only 37% of the part-time students enrolled in the Fall Quarter were still enrolled in the Spring Quarter. Fifty-three percent of the part-time students enrolled in the Fall Quarter did not return for the Winter Quarter and an additional 9% did not return for the Spring Quarter. The retention was somewhat higher, however, for part-time students pursuing an associate degree program. Nearly half (49%) of these students persisted throughout the year. Of the 51% who did not persist, 41% did not return for the Winter Quarter and 10% did not return for the Spring Quarter.

For the System as a whole, retention rates either remained constant or improved slightly over the three years being studied. The fall-to-spring retention rates for the three years varied as follows:

- Overall full-time student retention remained nearly constant, increasing from 72% in 1985-86 to 73% in 1987-88.
- Retention of full-time associate degree students increased one percentage point each year from 75% in 1985-86 to 77% in 1987-88.
- Overall part-time student retention remained essentially constant at 37%.
- Retention of part-time associate degree students increased one percentage point each year from 47% in 1985-86 to 49% in 1987-88.

FULL-TIME DEGREE STUDENTS

There is a strong presumption that a full-time student enrolled in an associate degree program in the Fall Quarter intended to remain in college throughout the year. This subcategory of students was, therefore, selected for special study.

Retention Rates of Full-Time Degree Students

The three-year average retention rates of full-time degree students at the 23 community colleges ranged from 84% to 63%. The average rate for the system as a whole was 76% and the median rate of the colleges in the system was 78%. Fifteen of the 23 colleges had higher retention rates than the system average. The five largest colleges in the system, with well over half (57%) of the enrollment in these categories, are all in the lower half of the ratings.

The retention rate for occupational degree students was generally higher than that for university parallel students. For occupational degree students the range in retention rates was from 85% to 65%, the system mean was 77%, and the median rate was 79%. The corresponding figures for university parallel student retention was a range of 87% to 61%, a system mean of 74%, and a median of 78%

Changes in Retention Rates of Full-Time Degree Students

Fifteen of the 23 colleges, and the system as a whole, showed a net increase in their student retention rate for full-time degree students between 1985-86 and 1987-88. The largest individual college increase was 8%, the largest decrease was 4%, and the system increase was 2%.

Over the same period of time 17 colleges and the system as a whole had an increase in university-parallel student retention. The individual college changes ranged from +17% to -5% with the system increasing 2%.

Similarly, 15 colleges and the system as a whole increased their occupational degree student retention. Individual college changes ranged from +9% to -5% while the system rate increased 2%.

Factors Affecting Retention Rates of Full-Time Degree Students

As noted above, the larger colleges appear to have lower retention rates. College size was, therefore, examined to determine if there was a consistent relationship between size and retention. The literature suggests that student success is a prime contributor to retention. Productive grades were selected as an indicator of student success and the relationship between productive grades and student retention was also examined.

College Size. While there is a clear tendency for the larger colleges in the system to have lower retention rates, some small colleges also have lower retention rates. Indeed, the lowest retention rates were found in one of the smaller colleges in the system. The relationship between college size and retention of full-time degree students was not statistically significant.

Productive Grades. The relationship between productive grades and the retention of full-time degree students was dramatic and highly significant. One must not conclude, however, that the answer to student retention problems is to lower standards and pass out high grades. That will fail. It is much more likely that both productive grades and student retention are reflections of a college atmosphere where students feel comfortable and where they achieve genuine progress toward their goals and that both productive grades

and student retention are concurrent measures of student satisfaction and success.

PART-TIME NON-CURRICULAR STUDENTS

Just as there is a presumption that full-time degree students should persist throughout the academic year, there is a presumption that part-time non-curricular students may intend to take a single course and then leave the college, at least for a while. This subcategory[6] of student was subjected to the same sort of review as that described above for full-time degree students.

Retention Rates of Part-Time Non-Curricular Students

The three-year average retention rates of part-time non-curricular students ranged from 63% to 13%, the average rate for the system as a whole was 28%, and the median for the system as a whole was 26%. The highest rate, 63%, appears to be an anomaly. The rate is from the college that produced the lowest retention rates for full time students, the numbers involved are relatively small, and the 1987-88 rate for this college is 33 percentage points lower than the 1985-86 rate. The next lower rate--from a college that ranked high in full-time student retention--is 38%.

Colleges ranking high in full-time degree student retention did not necessarily rank high in part-time non-curricular student retention, or vice versa. Retention rates for the larger colleges were distributed throughout the range for the system rather than being grouped near the bottom, as they were for full-time degree students.

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[6]Part-time non-curricular student and developmental student data were combined in this analysis. There are few part-time developmental students. All other part-time students are enrolled in some certificate, diploma, or degree program.

Changes in Retention Rates of Part-Time Non-Curricular Students

Between the 1985-86 and the 1987-88 academic years, 12 colleges showed a decrease in the retention rate for part-time non-curricular students, 11 showed an increase, and the system as a whole stayed essentially constant with a decrease of less than one-half of one percent. Other than the anomaly described above, the changes in retention rate varied from +9% to -15%. Part-time non-curricular student retention rates are much more volatile than those for full-time degree students.

Factors Affecting Retention Rates of Part-Time Non-Curricular Students

Neither college size nor productive grades provided any consistent predictor of part-time non-curricular student retention. As indicated above, the retention rates for large and small colleges are more or less randomly scattered.[7] Likewise, retention rates vary almost randomly with the percent of productive grades.

Conclusions and Recommendations

The presumptions stated at the beginning of the paper appear to be confirmed:

- The retention of full-time degree students is highly correlated with student success.

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[7]The winter-to-spring retention rates for part-time non-curricular students at two of the colleges located in the mountainous portion of the state, where winter roads can be treacherous, were over 100% (123% and 128%), indicating that a considerable number of these students took the winter off but returned in the spring. This may have some significance for program planning for part-time students in these colleges.

- While the relationship between college size and the retention of full-time degree students is not statistically significant over the range of college sizes represented in the VCCS, the larger colleges tend to have lower retention rates than most of the smaller colleges.
- The retention of part-time non-curricular students does not appear to be correlated with either college size or student success.

There are a number of interesting questions that remain unanswered:

- What can be done to enhance student success, and thereby improve full-time student retention?
- For the larger colleges: What can be done to overcome the tendency of students to get lost in a large, seemingly impersonal, organization?
- For the smaller colleges: What more can be done to assure that students establish a personal identity with the college as early as possible?
- Are the part-time students leaving the college with a sense of satisfaction and achievement? How will they relate their experience at the college to their peers? How will this affect the probability that they will return later to take another course?

The answers to these, and many more, questions may provide insights into ways that each college's programs can be improved. And it is at the college--and campus--level that most of these questions will have to be answered. Statistical studies such as this can monitor progress and upon occasion suggest lines for further investigation. Effective retention activities must ultimately take place face to face with students.

Progress has been made in student retention over the past three years. But further progress is possible. The recent long range planning effort strongly recommends that the marketing and retention efforts of the VCCS be continued and enhanced. This paper is one further step in that direction.

Colleges wishing to refine their marketing and retention efforts are referred to *The "Ins and Outs" of Marketing and Retention in Virginia's Community Colleges* (particularly Volume II), which contains descriptions of activities at VCCS colleges that may be worthy of emulation, and to *Increasing Student Retention*, by Noel, et. al., cited previously, which contains some solid information and many suggestions. Also, the author of this paper is available for consultation or any other assistance that he can provide.

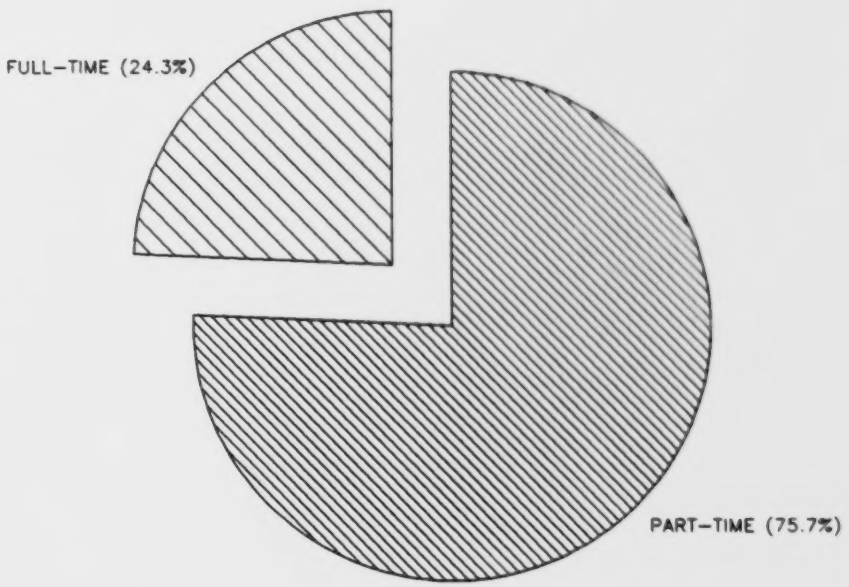
Don Puyear
Virginia Community College System
Richmond, Virginia
January, 1989

Data and Graphs

VOCS	--FALL 1985 TO SPRING 1986--				--FALL 1986 TO SPRING 1987--				--FALL 1987 TO SPRING 1988--			
	--ENROLLMENT--		--RETENTION--		--ENROLLMENT--		--RETENTION--		--ENROLLMENT--		--RETENTION--	
	NUMBER	%	NUMBER	RATE	NUMBER	%	NUMBER	RATE	NUMBER	%	NUMBER	RATE
PART-TIME												
NON-CURR	39,512	36.4%	11,345	28.7%	46,046	39.4%	12,694	27.6%	47,109	38.3%	13,313	28.3%
DEVELOP	1,727	1.6%	821	47.5%	1,643	1.4%	822	50.0%	1,419	1.2%	716	50.5%
UNIV PAR	13,265	12.2%	6,153	46.4%	14,392	12.3%	6,870	47.7%	15,778	12.8%	7,705	48.8%
OCC-TECH	22,226	20.5%	10,506	47.3%	21,449	18.4%	10,321	48.1%	21,807	17.7%	10,555	48.4%
NON-DEG	5,989	5.5%	2,037	34.0%	6,045	5.2%	2,432	40.2%	7,086	5.8%	2,568	36.2%
TOTAL PT	82,719	76.2%	30,862	37.3%	89,575	76.7%	33,139	37.0%	93,199	75.7%	34,857	37.4%
FULL-TIME												
NON-CURR	3,960	3.6%	2,408	60.8%	4,539	3.9%	2,838	62.5%	5,674	4.6%	3,693	65.1%
DEVELOP	1,436	1.3%	1,054	73.4%	1,428	1.2%	1,026	71.8%	1,302	1.1%	945	72.6%
UNIV PAR	8,334	7.7%	6,122	73.5%	9,247	7.9%	6,838	73.9%	10,540	8.6%	7,948	75.4%
OCC-TECH	9,506	8.8%	7,170	75.4%	9,403	8.0%	7,215	76.7%	9,737	7.9%	7,565	77.7%
NON-DEG	2,540	2.3%	1,682	66.2%	2,662	2.3%	1,709	64.2%	2,634	2.1%	1,669	63.4%
TOTAL FT	25,776	23.8%	18,436	71.5%	27,279	23.3%	19,626	71.9%	29,887	24.3%	21,820	73.0%
GRAND TOTAL	108,495	100.0%	49,298	45.4%	116,854	100.0%	52,765	45.2%	123,086	100.0%	56,677	46.0%

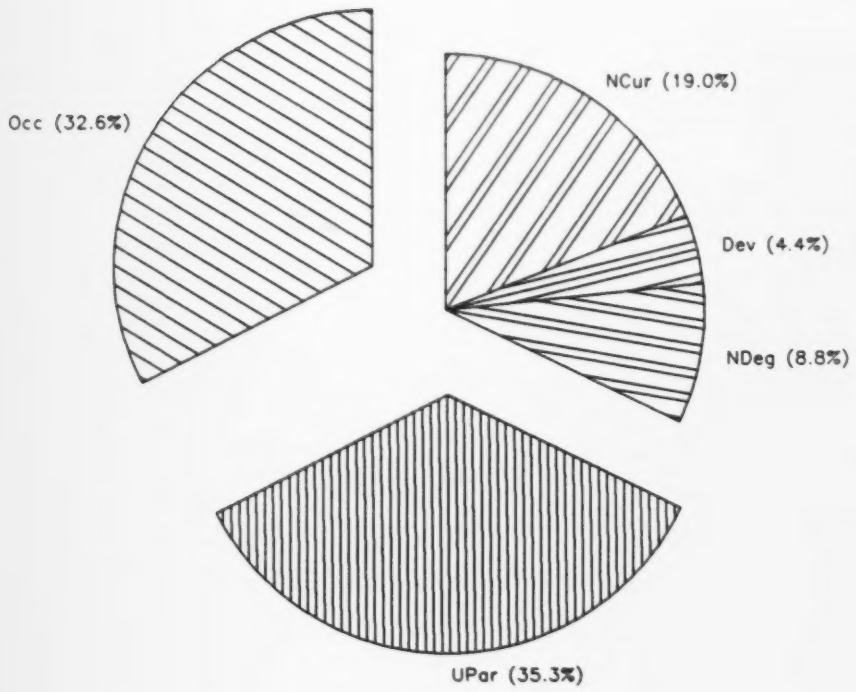
HEADCOUNT ENROLLMENT

VCCS – Fall 1987



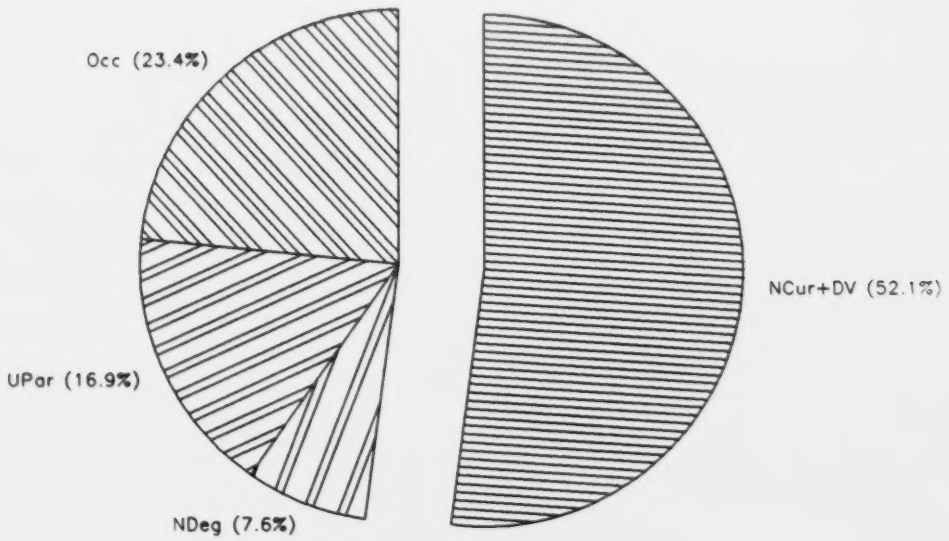
FULL–TIME ENROLLMENT

VCCS – Fall 1987



PART-TIME ENROLLMENT

VCCS - Fall 1987



Full-Time Degree Students

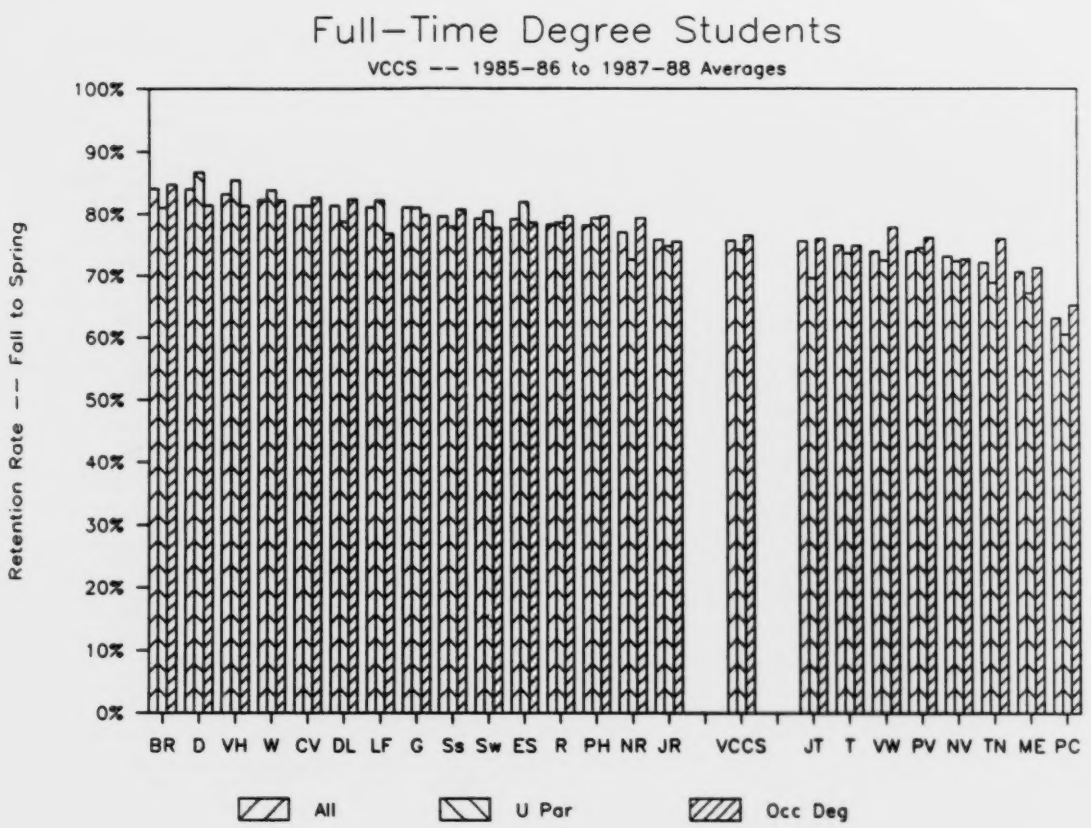
	FALL-TO-SPRING RETENTION			
	85	86	87	85-87 AVG
BRCC	80.6%	83.8%	84.6%	84.1%
DCC	82.4%	83.7%	84.6%	84.0%
VHCC	81.2%	83.4%	82.8%	83.2%
WCC	83.9%	82.7%	81.4%	82.3%
CVCC	82.9%	80.9%	82.3%	81.4%
DLSCC	80.6%	80.6%	82.6%	81.3%
LFCC	77.8%	81.9%	79.5%	81.1%
CCC	80.1%	81.9%	79.2%	81.0%
SsVCC	76.7%	77.2%	84.4%	79.6%
SwVCC	77.5%	77.7%	82.1%	79.2%
ESCC	80.0%	77.6%	82.2%	79.2%
RCC	80.2%	77.5%	79.9%	78.3%
PHCC	82.0%	78.1%	78.1%	78.1%
NRCC	76.0%	75.3%	80.3%	77.0%
JSRCC	73.2%	75.1%	77.2%	75.8%
VCCS	74.5%	75.4%	76.5%	75.7%
JTCC	71.2%	74.6%	77.5%	75.6%
TCC	72.4%	74.3%	76.0%	74.9%
VWCC	77.4%	74.5%	73.1%	74.0%
PVCC	76.0%	73.1%	75.6%	74.0%
NVCC	70.8%	72.8%	73.8%	73.1%
TNCC	72.3%	71.3%	73.7%	72.1%
MECC	68.7%	72.1%	67.8%	70.6%
PDCCC	61.1%	63.9%	61.8%	63.2%

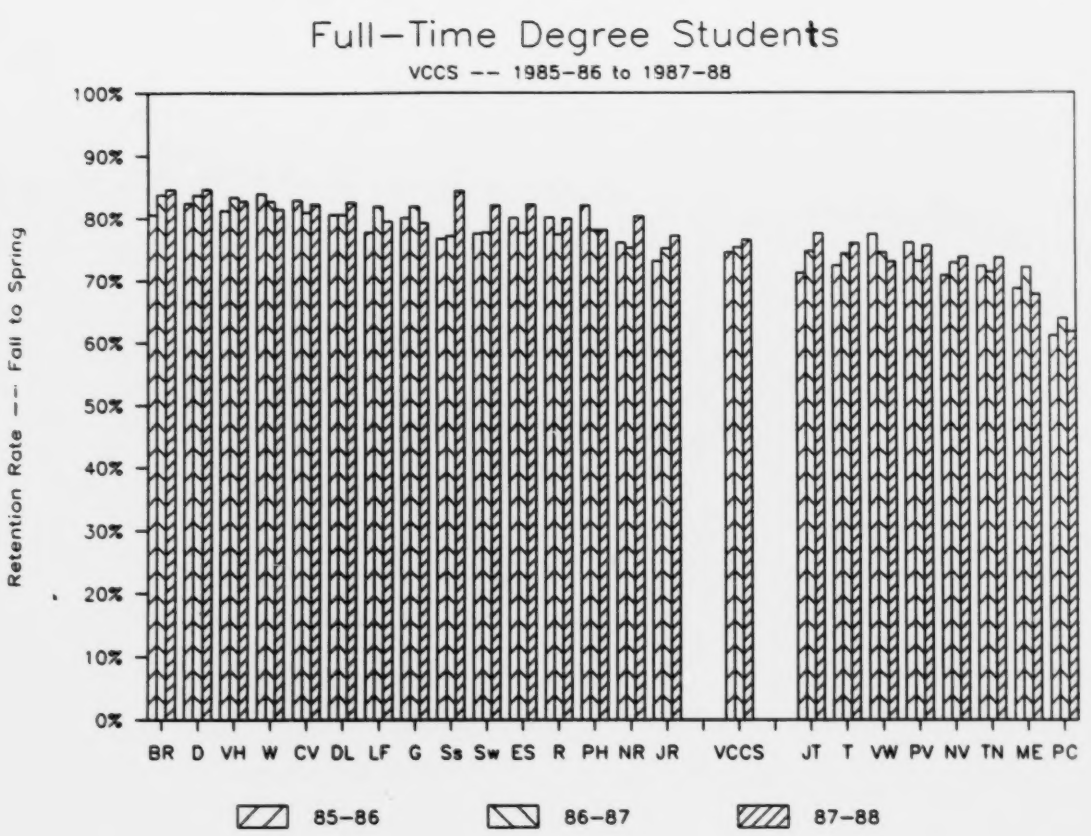
Full-Time University Parallel Students

	FALL-TO-SPRING RETENTION			
	85	86	87	85-87 AVG
BRCC	77.4%	80.0%	85.6%	81.0%
DCC	84.7%	89.6%	85.7%	86.7%
VHCC	82.7%	89.0%	84.5%	85.4%
WCC	83.3%	84.6%	83.6%	83.8%
CVCC	83.4%	81.9%	78.8%	81.4%
DSLCC	80.5%	73.9%	81.8%	78.7%
LFCC	82.0%	85.1%	79.5%	82.2%
CCC	80.3%	82.7%	79.9%	81.0%
SsVCC	77.3%	72.8%	83.6%	77.9%
SwVCC	79.1%	79.6%	82.6%	80.4%
ESCC	83.3%	78.4%	83.9%	81.9%
RCC	79.1%	76.3%	80.2%	78.5%
PHCC	82.6%	77.9%	77.4%	79.3%
NRCC	67.2%	72.1%	78.4%	72.5%
JSRCC	74.1%	75.7%	74.5%	74.8%
VCCS	73.5%	73.9%	75.4%	74.3%
JTCC	59.2%	73.4%	76.5%	69.7%
TCC	71.8%	73.5%	75.6%	73.7%
VWCC	74.1%	71.9%	71.5%	72.5%
PVCC	76.4%	71.4%	75.9%	74.6%
NVCC	71.7%	71.4%	73.9%	72.4%
TNCC	69.7%	67.0%	70.0%	68.9%
MECC	63.6%	72.9%	65.2%	67.2%
PDCCC	58.3%	63.8%	59.7%	60.6%

Full-Time Occupational Degree Students

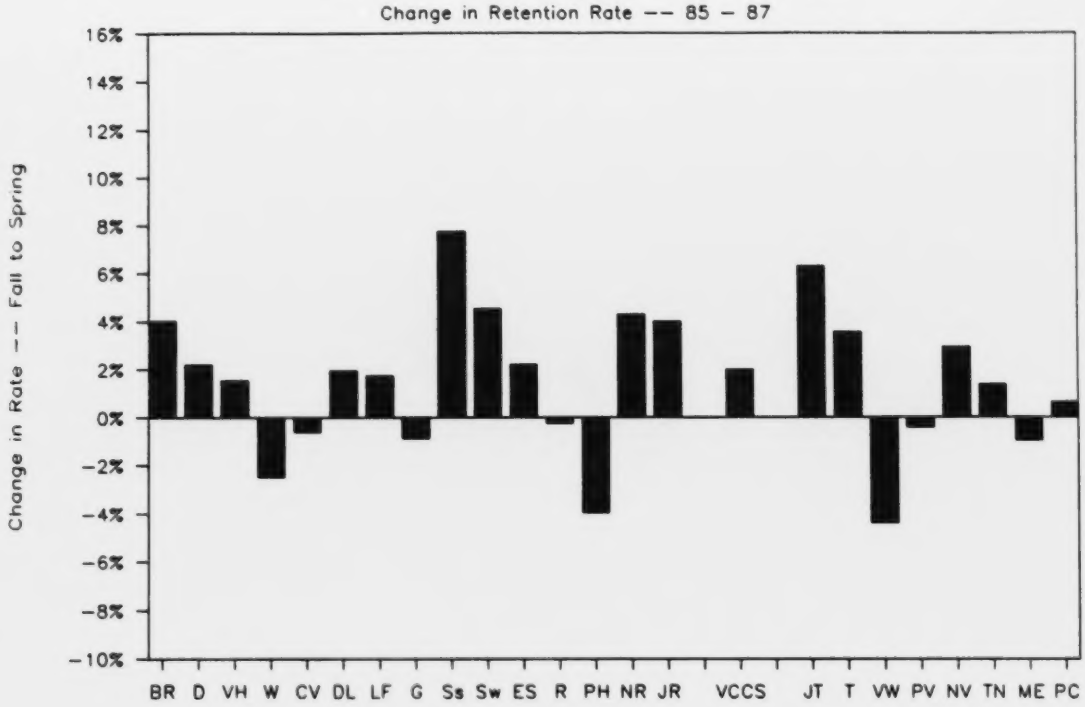
	FALL-TO-SPRING RETENTION			
	85	86	87	85-87 AVG
BRCC	83.3%	87.3%	83.6%	84.8%
DCC	81.1%	79.6%	83.6%	81.4%
VHCC	80.8%	81.1%	82.1%	81.3%
WCC	84.1%	81.9%	80.4%	82.1%
CVCC	82.4%	80.2%	85.2%	82.6%
DSLCC	80.6%	83.5%	82.9%	82.4%
LFCC	72.7%	78.1%	79.5%	76.8%
CCC	79.9%	80.8%	78.6%	79.7%
SsVCC	76.4%	80.7%	85.0%	80.7%
SwVCC	76.0%	75.8%	81.5%	77.8%
ESCC	77.8%	77.1%	81.0%	78.6%
RCC	80.7%	78.2%	79.7%	79.6%
PHCC	81.5%	78.3%	78.8%	79.5%
NRCC	79.7%	76.9%	81.4%	79.3%
JSRCC	72.8%	74.8%	78.9%	75.5%
VCCS	75.4%	76.7%	77.7%	76.6%
JTCC	75.0%	75.1%	77.9%	76.0%
TCC	73.0%	75.1%	76.4%	74.8%
VWCC	80.9%	77.2%	75.5%	77.9%
PVCC	75.1%	78.4%	74.9%	76.1%
NVCC	69.6%	74.8%	73.5%	72.6%
TNCC	74.6%	75.7%	77.7%	76.0%
MECC	71.9%	71.5%	70.4%	71.3%
PDCCC	65.9%	64.2%	65.3%	65.1%

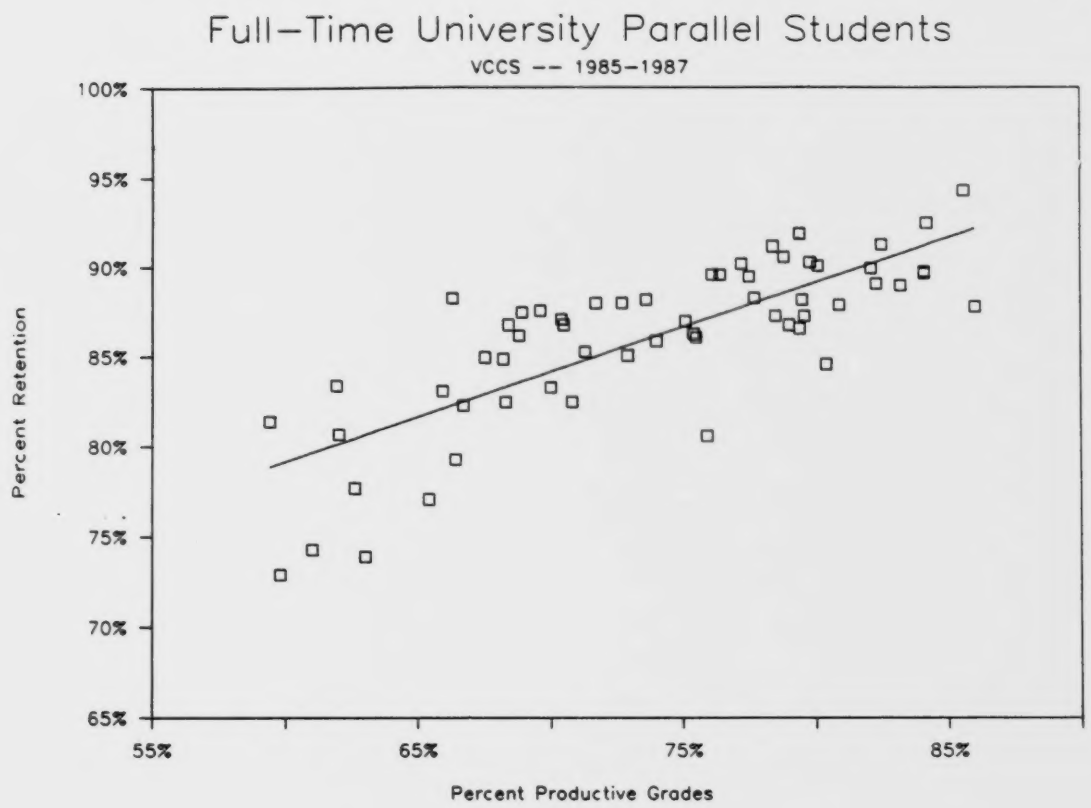

Full–Time Degree Students
VCCS -- 1985–86 to 1987–88 Averages
Retention Rate -- Fall to Spring
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
BR D VH W CV DL LF G Ss Sw ES R PH NR JR VCCS JT T VW PV NV TN ME PC
All
U Par
Occ Deg

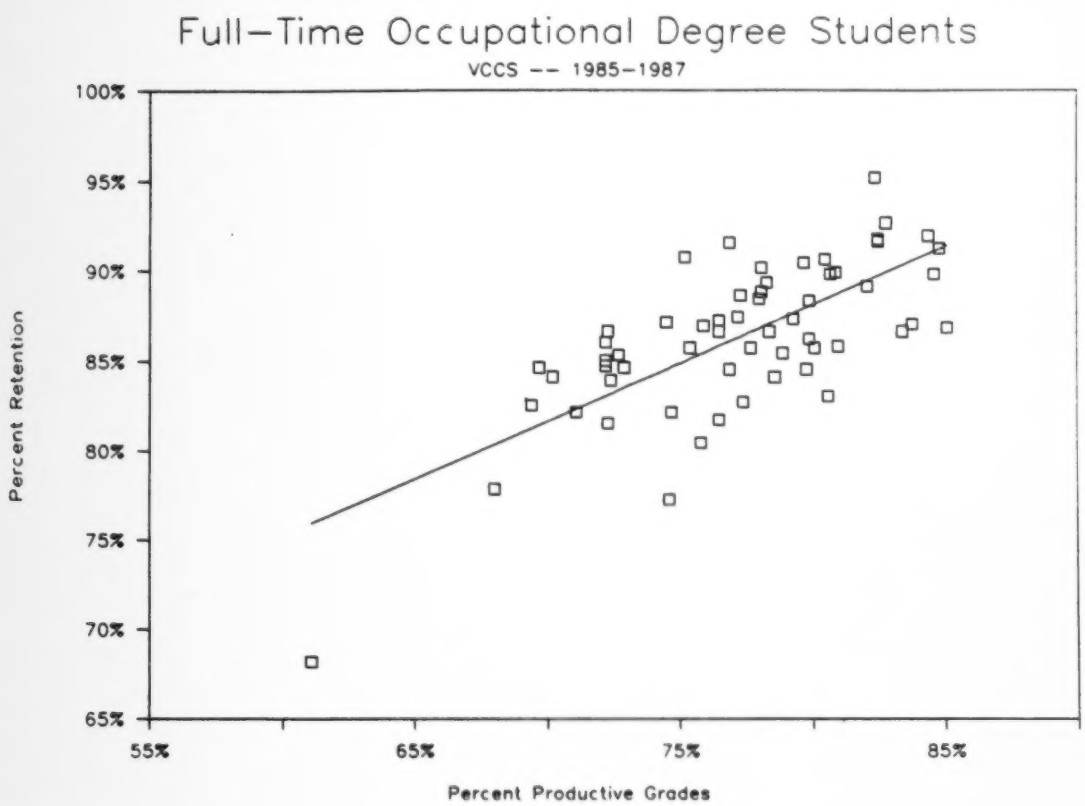

Full–Time Degree Students
VCCS -- 1985–86 to 1987–88
Retention Rate -- Fall to Spring
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
BR D VH W CV DL LF G Ss Sw ES R PH NR JR VCCS JT T VW PV NV TN ME PC
85–86
86–87
87–88

Full–Time Degree Students

Change in Retention Rate -- 85 – 87




Full–Time University Parallel Students
VCCS -- 1985–1987
100%
95%
90%
85%
80%
75%
70%
65%
Percent Retention
55%
65%
75%
85%
Percent Productive Grades


Full–Time Occupational Degree Students
VCCS -- 1985–1987
100%
95%
90%
85%
80%
75%
70%
65%
Percent Retention
55%
65%
75%
85%
Percent Productive Grades

FALL-TO-SPRING RETENTION
All Part-Time Students

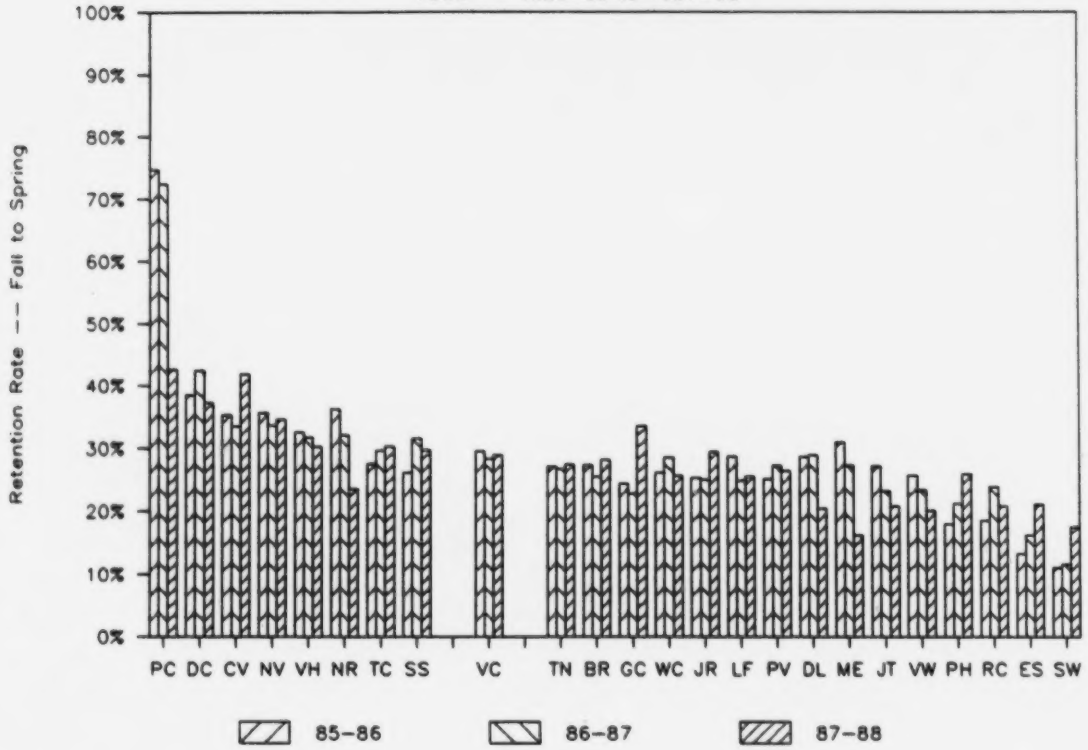
	FALL-TO-SPRING RETENTION			
	85	86	87	AVERAGE
TNCC	43.9%	44.9%	44.5%	44.4%
CVCC	43.1%	41.1%	48.0%	44.1%
DCC	44.4%	46.7%	41.1%	44.1%
PDCCC	39.6%	39.2%	48.4%	42.4%
NVCC	39.9%	40.0%	40.7%	40.2%
TCC	40.7%	39.5%	39.8%	40.0%
NRCC	42.8%	41.6%	32.3%	38.9%
VHCC	38.3%	36.9%	38.1%	37.8%
VCCS	37.3%	37.0%	37.4%	37.2%
BRCC	37.2%	35.4%	38.6%	37.1%
PHCC	32.6%	36.9%	40.7%	36.7%
GCC	34.8%	33.5%	41.4%	36.6%
LFCC	36.7%	34.9%	35.5%	35.7%
WCC	36.3%	36.6%	34.1%	35.7%
SSVCC	30.8%	38.5%	37.2%	35.5%
PVCC	35.4%	35.7%	34.9%	35.3%
DSLCC	36.6%	37.4%	30.1%	34.7%
VWCC	36.0%	34.2%	32.2%	34.1%
MECC	35.4%	35.1%	30.8%	33.8%
JTCC	35.5%	32.5%	28.9%	32.3%
JSRCC	30.5%	29.6%	32.4%	30.8%
RCC	27.6%	34.7%	30.2%	30.8%
ESCC	17.4%	26.3%	31.7%	25.1%
SWVCC	20.9%	21.0%	24.2%	22.0%

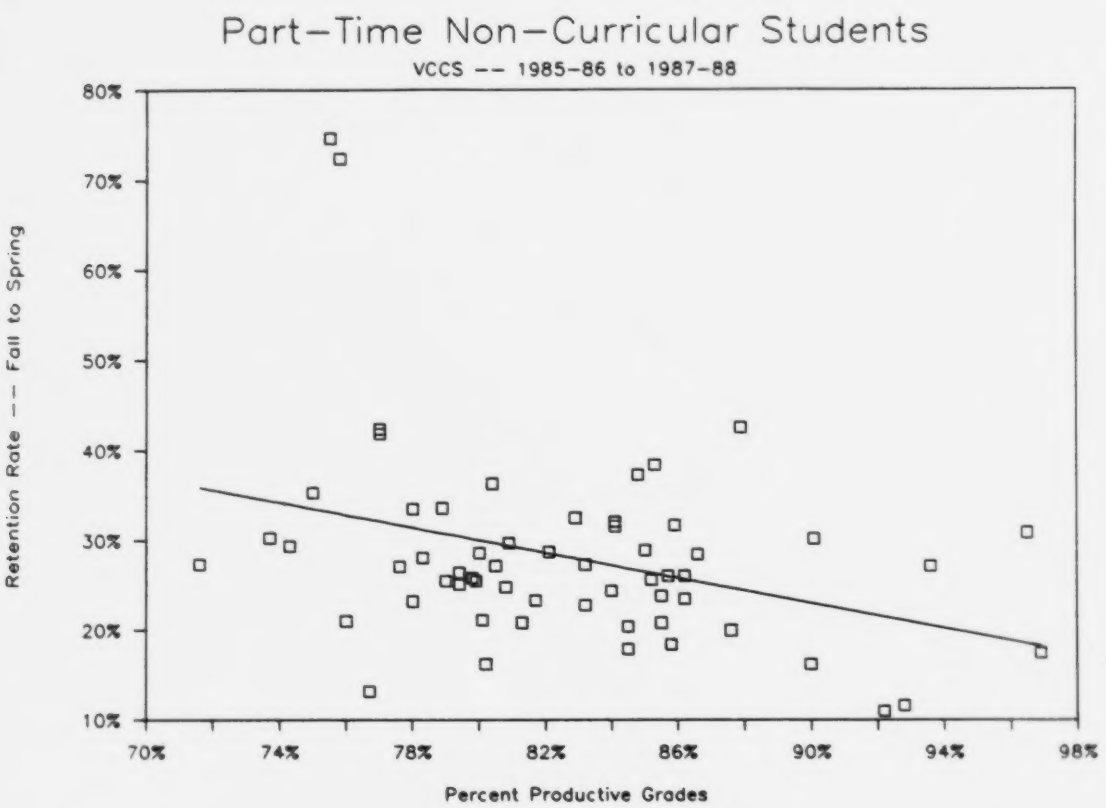
FALL-TO-SPRING RETENTION
Part-Time Non-Curricular and Developmental

	FALL-TO-SPRING RETENTION			
	85	86	87	AVERAGE
PDCCC	74.7%	72.4%	42.6%	63.2%
DCC	38.4%	42.4%	37.3%	39.4%
CVCC	35.3%	33.5%	41.9%	36.9%
NVCC	35.7%	33.7%	34.6%	34.7%
VHCC	32.5%	31.7%	30.2%	31.5%
NRCC	36.3%	32.1%	23.5%	30.6%
TCC	27.5%	29.6%	30.3%	29.1%
SSVCC	26.1%	31.6%	29.7%	29.1%
VCCS	29.3%	28.3%	28.9%	28.9%
TNCC	27.0%	26.7%	27.4%	27.0%
BRCC	27.3%	25.5%	28.1%	27.0%
GCC	24.4%	22.8%	33.6%	26.9%
WCC	26.1%	28.5%	25.6%	26.7%
JSRCC	25.3%	25.0%	29.4%	26.6%
LFCC	28.7%	24.8%	25.5%	26.3%
PVCC	25.1%	27.2%	26.4%	26.2%
DSLCC	28.6%	28.9%	20.4%	26.0%
MECC	30.9%	27.2%	16.2%	24.8%
JTCC	27.1%	23.2%	20.8%	23.7%
VWCC	25.7%	23.3%	20.0%	23.0%
PHCC	17.9%	21.1%	25.8%	21.6%
RCC	18.4%	23.8%	20.8%	21.0%
ESCC	13.2%	16.2%	21.0%	16.8%
SWVCC	11.0%	11.6%	17.5%	13.4%

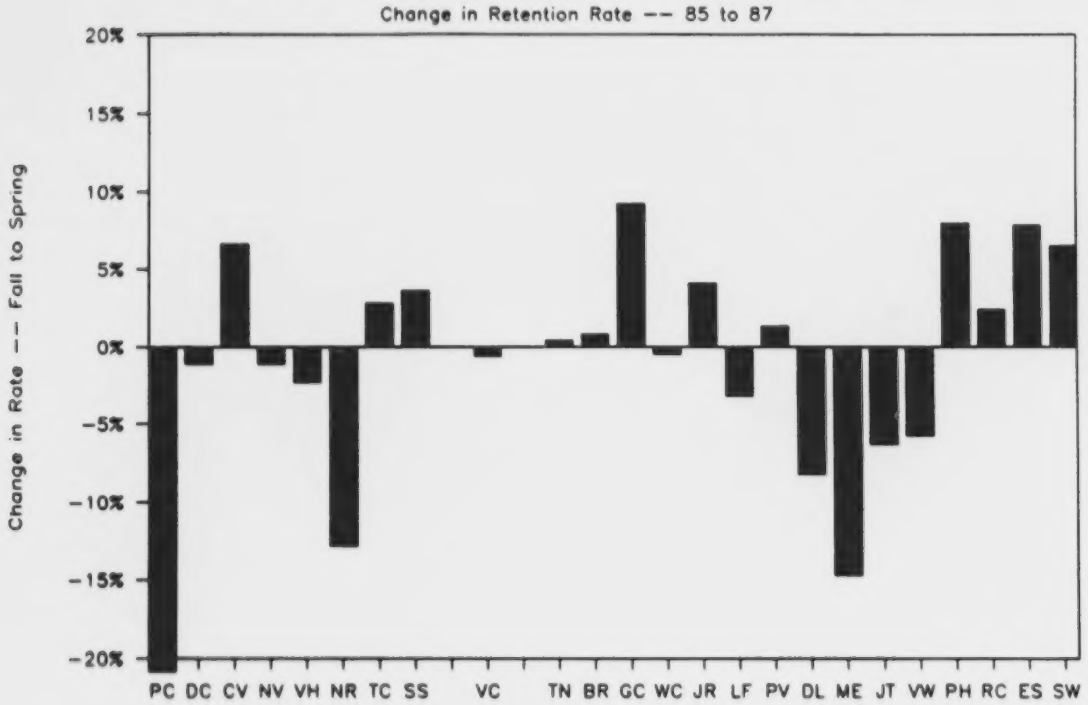
Part–Time Non–Curricular Students

VCCS -- 1985–86 to 1987–88




Part–Time Non–Curricular Students
VCCS -- 1985–86 to 1987–88
Retention Rate -- Fall to Spring
80%
70%
60%
50%
40%
30%
20%
10%
70%
74%
78%
82%
86%
90%
94%
98%
Percent Productive Grades

Part–Time Non–Curricular Students


Change in Retention Rate -- 85 to 87
Change in Rate -- Fall to Spring
20%
15%
10%
5%
0%
-5%
-10%
-15%
-20%
PC DC CV NV VH NR TC SS VC TN BR GC WC JR LF PV DL ME JT VW PH RC ES SW

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